

Components of the Statewide System of Support, Elementary & Secondary Education Act (ESEA) Title I Part A

Montana Statewide System of Support (SSOS): The Office of Public Instruction is dedicated to the academic success of all students. It has been entrusted by the Board of Public Education (ARM 10.55.601 & 10.55.701) to assist schools in providing the opportunity for all children to attend schools actively engaged in the continuous school improvement process. The OPI is responsible for selecting and training academic review teams to conduct on-site visits which provide on-going support to schools.

Background: Federal Title I funding has been provided to the OPI to work with schools and districts to improve student learning. Title I schools that have not met Adequate Yearly Progress (AYP) for four or more consecutive school years will receive a Scholastic Review. After the review, resources will be provided, such as a School Coach to guide school improvement, depending on available funds and school district need.

Scholastic Review Team: The Scholastic Review Team (SRT), formerly known as the School Support Team, is responsible for conducting an on-site review of schools that are in Corrective Action. The SRT will conduct the review using the nine Montana Correlates of Effective Schools. This alignment study is completed by conducting interviews, making visitations, and reviewing a portfolio the school prepares prior to the team's arrival. The purposes of the Scholastic Review are to analyze strengths and limitations of the school's instructional and organizational effectiveness and to make specific recommendations to improve teaching and learning.

Within three weeks after the on-site visit, the OPI will submit a report to the school that will provide detailed information targeting three areas: learning environment, efficiency, and academic performance.

Scholastic Review Team Leader: The SRT Leader is in charge of the Scholastic Review Team, which will conduct a review of the schools coming into Corrective Action as dictated by the No Child Left Behind Act (NCLB). This person will coordinate the review process and send the initial draft to the OPI. The final report called the "summary" will be delivered to the district after a review by the OPI and then given to the district as a guide for school improvement.

Scholastic Review Team Member: SRT Member roles and responsibilities include assisting with the review of the school, writing the draft report with other SRT members, and working with the SRT leader in providing answers on the data used to draft the findings.

School Coach: The School Coach will provide each assigned school with a road map for the next steps in the continuous school improvement process. The School Coach will maintain contact with the school throughout the school year. The School Coach will work with the district administrative team and the school improvement team(s) on action plans to assist the school and district in making significant gains toward AYP. The School Coach is obligated to spend a minimum of three to five days a month working in his/her assigned district/school. Schools will emerge with a guaranteed and viable curriculum, challenging goals, parent and community involvement, a safe and culturally sensitive environment, collegiality, and professionalism.

Resource Members: Resource members are personnel who can provide on-site trainings in areas such as iAnalyze, leadership training, alignment of curriculum to standards and benchmarks, rubric development, curriculum mapping, and teacher mentoring. Schools, districts, or the School Coach may request these services, but approval must be given by the OPI prior to services being rendered.

Statewide System of Support Overview: In the federal law, the statewide system must include, at a minimum, the following four approaches:

1. Establishing Scholastic Review Teams for assignment to, and working in, schools that are identified for school improvement or corrective action or where the Local Educational Authority (LEA) has not provided the requisite technical assistance. (This approach must take priority among the state's approaches). Each Scholastic Review Team established by the state as part of the support system must be made up of persons knowledgeable about scientifically-based research and practice on teaching and learning. The team must also have members who are knowledgeable about successful schoolwide projects, school reform and improving educational opportunities for low-achieving students. As examples of individuals who would be qualified, the law indicates the team may include any of the following:

- Highly qualified or distinguished teachers and principals;
- Pupil services personnel;
- Parents;
- Representatives of institutions of higher education;
- Representatives of outside consultant groups; and
- Other individuals as the SEA (State Education Agency), in consultation with the LEA, may determine appropriate.

Each Scholastic Review Team and/or School Coach must perform the following:

- Review and analyze all facets of the school's operation, including the design and operation of the instructional program. The SRT writes recommendations for improving student performance in that school.
- Collaborate with parents, school staff and the LEA serving that school in the design, implementation and monitoring of a plan. The plan, if fully implemented, must reasonably be expected to improve student

performance and help the school meet its goals for improvement, including meeting the state's definition of AYP.

- Evaluate, at least semiannually, the effectiveness of school personnel assigned to the school, including identifying outstanding teachers and principals and make findings and recommendations to the SEA and the LEA concerning additional assistance that is needed by the school, Scholastic Review Team, or School Coach.
 - As the school implements its plan, the School Coach when assigned by the OPI will make additional recommendations to the SEA and the LEA concerning additional resources that is needed by the school or the district.
2. Providing such support as the SEA determines necessary and available in order to ensure the effectiveness of the Scholastic Review Teams.
 3. Designation and using distinguished teachers and principals who are chosen from Title I schools that have been especially successful in improving academic achievement.
 4. Devising additional approaches to providing the statewide system of support, such as providing assistance through institutions of higher education and educational service agencies or other local consortia and private providers of scientifically-based technical assistance.